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ABSTRACT

Park West High School's Vocational and High School Equivalency Bilingual program in New York City uses bilingual and bicultural instruction to provide Hispanic students with the preparation needed to secure employment upon graduation or continue their education. Beyond classroom instruction in assorted academic and vocational courses, students receive supportive non-instructional services such as after-school occupational training programs, and career and personal counseling. An evaluation found that nearly half of the participants could be partially mainstreamed, a strong program staff was in place, and students reported high satisfaction with the program. Quantitative analysis of program objectives in English language development, mastery of the native language, mathematics, and attendance indicate: (1) 70% of students mastered material at the proposed rate; (2) the program objective was satisfied in native language arts and the vocationally oriented class; (3) mainstreaming goals were met in the spring; (4) the attendance objective was fulfilled; and (5) the percentage of parents visiting the program once during the academic year satisfied objectives. Various testing instruments were employed and results are included. Recommendations are made to reduce noise from the open classroom arrangement, increase and enhance parental involvement, establish follow-up procedures for mainstreamed students, and hire a bilingual guidance counselor. (ETS)

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PARK WEST HIGH SCHOOL

VOCATIONAL AND HIGH SCHOOL EQUIVALENCY

BILINGUAL PROGRAM

1984-1985

OEE Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2133

PARK WEST HIGH SCHOOL

VOCATIONAL AND HIGH SCHOOL EQUIVALENCY

BILINGUAL PROGRAM

1984-1985

Principal:
Mr. Edward Morris

Project Coordinator:
Mr. Peter Miranda

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Evaluation Manager
Jose J. Villegas, Evaluation/Planning Specialist
Margaret Scorza, Editorial/Production Coordinator
Eulalia Cabrera, Evaluation Consultant
Maria Grazia Asselle, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

A SUMMARY OF THE REPORT

Park West High School's Vocational and High School Equivalency Bilingual program is in its third and final year of funding under the provision of the Elementary and Secondary Education Act (E.S.E.A.) Title VII with additional funding being provided by other sources. The purpose of the program is to help limited English proficiency (LEP) students develop their English language skills so that they can participate effectively in mainstream classes and prepare to take a meaningful part in the U.S. labor market. This is done by providing English as a second language (E.S.L.) and bilingual instruction, and gradually increasing English usage in content-area instruction until the student can be mainstreamed. The program functions as a "mini-school" within the organizational structure of Park West High School, and provides the overall job and career orientation that the school would normally provide to its English-speaking students. Students further their training and awareness of U.S. culture by participating in program-sponsored career and cultural activities, in addition to required and elective courses.

Students' eligibility for the program is determined on the basis of Language Assessment Battery (LAB) scores, plus teacher interviews and placement tests in each language. Linguistic ability determines placement in English and Spanish courses; overall graduation requirements determine placement in content-area courses. As students advance in their English proficiency, the number of E.S.L. courses decreases, the number of courses taught in English increases, and the use of English in courses taught bilingually increases.

During 1984-85, the program provided E.S.L. and bilingual instruction and support services to 151 students in grades nine to twelve. Most program students were recent immigrants with diverse cultural and immigration histories. Their English proficiency ranged from the most elementary level to a relatively advanced or transitional level. Sixty-two percent of the students were male, and 56 percent were overage for their grade.

The aim of the program is to provide students with the preparation needed to secure employment upon graduation or to continue their education. A major emphasis was to mainstream students into one of the vocational mini-schools or an academic track of non-bilingual courses. Several classes were observed by members of the evaluation team, and in most instances, the teachers' classroom technique appeared effective and the students seemed enthusiastic and involved. Most of the classes took place in partitioned open areas, and there was some disturbance from nearby classes and other traffic in the area.

The bilingual coordinator is fully responsible for all aspects of program implementation, but is contractually prohibited from supervising teachers -- that is the responsibility of the assistant principals for the content areas. The program is also served by a secretary, a family assistant, an educational assistant, and a resource teacher. In general, the teachers were licensed in the areas in which they were teaching, had extensive experience in dealing with LEP students, and appeared competent and dedicated to their students.

Guidance services, limited due to a lack of staff, were provided to program students by the family assistant, resource teacher, grade advisor, and project coordinator. Academic and career counseling were provided by the bilingual resource teacher. Both school and outside referrals were made, and family contact was done primarily by the family assistant. Parent involvement in the program was also sought via an "open school" twice a year and a yearly orientation meeting.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Seventy percent of the students attained the proposed criterion of one objective mastered per twenty days of instruction on the CREST.

--Students showed statistically significant gains in native language arts, thus meeting the program objective.

--Seventy percent of the students attained the proposed criterion of passing the vocationally oriented class, thus meeting the program objective.

--The objective of 50 percent partial mainstreaming was met in the spring (57 percent mainstreamed), but not in the fall (39 percent mainstreamed).

--The program met the attendance objective, with students surpassing the schoolwide attendance by approximately 13 percentage points.

--The first parental involvement objective of 70 percent of parents visiting the program once during the academic year was met (73 percent). The second objective of 40 percent of parents attending school functions could not be measured because data were not provided.

The bilingual program at Park West continues to fulfill its proposed activities. Both staff and students reported considerable satisfaction with the program. The following recommendations are made by the evaluation team for possible program improvement:

--More sturdy partitions should be provided in open classroom spaces to reduce noise and distraction.

--Program staff should consider ways to increase and enhance parental involvement in program activities.

--The school administration might consider giving the program coordinator the authority to supervise teachers, and creating a foreign language department to supervise and administer the bilingual program.

--Formal follow-up procedures for mainstreamed students should be established to evaluate the effectiveness of the mainstreaming practice.

--The program's language policy and mainstreaming objectives should be clarified for all teachers serving program students.

--If resources permit, a bilingual guidance counselor should be hired to provide much needed guidance and counseling services.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort by regular staff and consultants. In addition to those whose names appear on the cover, Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produce quality evaluation reports.

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HIGH SCHOOL VOCATIONAL BILINGUAL PROGRAM

PARK WEST HIGH SCHOOL

Location:	525 West 50th Street New York, New York 10019
Year of Operation:	1984-85, Second year of three-year funding cycle
Target Language:	Spanish
Number of Students:	151 Hispanic students
Principal:	Edward Morris
Project Coordinator:	Peter Miranda

I. INTRODUCTION

Park West High School's Vocational and High School Equivalency Bilingual Program is funded under the provision of the Elementary and Secondary Education Act (E.S.E.A.), Title VII. The program is currently in its second year of a three-year funding cycle. Additional funding for services and staff are provided by Chapter I and city tax-levy monies.

The program serves 151 students of Hispanic background. Selection criteria for entrance into the program include scores under the twenty-first percentile on the English version of the Language Assessment Battery (LAB), with a higher percentile on the Spanish LAB, proficiency in Spanish as ascertained by the Prueba de Lectura, a record of poor academic performance with a potential for improved achievement, and a desire to enroll in one of the vocational programs offered by the school.

Bilingual program students receive instruction in English as a second language (E.S.L.), English, science, mathematics, social studies,

and Spanish. Three paraprofessionals are assigned to E.S.L. classes to aid students with specific academic problems during or after classes.

In addition to classroom instruction, students receive a number of supportive non-instructional services. These include participation in after-school occupational training programs for students of limited English proficiency (LEP), as well as career and academic advisement, and personal counseling. A resource teacher and grade advisor provide career and academic services, while a family assistant helps students with personal problems, serves as community liaison, and assists parents when they visit the school. The program no longer provides a General Education Diploma (G.E.D.) component. Students who are potential dropouts or who are pressed by financial or personal problems to leave high school, meet with the resource teacher who informs them of alternative programs at other schools.

The bilingual program is one of Park West's mini-schools; others include vocational programs in computer programming, aviation, and culinary arts, and special education. A coordinator is in charge of each mini-school's overall operations. Individual assistant principals (A.P.s) supervise teachers by subject. All coordinators and A.P.s are supervised by the principal.

The program continues to aim at mainstreaming students into one of the vocational mini-schools or into an academic track of non-bilingual courses. Students who score above the twenty-first percentile on the LAB are informed of their readiness to enter the mainstream.

Program staff members participate in a number of workshops and enrichment activities throughout the school year. They also meet with the project coordinator twice a month to revise curriculum and discuss general and individual concerns. Parents attend two "open house" meetings during the year. They also visit the school on an ongoing basis, as problems arise.

The program is housed on the third floor of the school building. Most classes and all administrative and non-instructional services take place within two large rooms. Classroom space has been created by placing partitions and screens around the corner areas of the rooms. An elevated area serves as headquarters for the project coordinator and the grade advisor; another part of the room is used by the office aide and family assistant to conduct daily meetings with students and parents.

II. STUDENT CHARACTERISTICS

PARK WEST STUDENTS

In 1984-85, the total student population at Park West was 2,780, with 1,918 males and 862 females. The ethnic composition of the students is 55 percent black, 39 percent Hispanic, four percent Asian, and two percent white and American Indian. Of the total number of Hispanic students enrolled, 17 percent have been identified as LEP. There are also 90 LEP students of Haitian and Asian backgrounds who are served through the E.S.L. component of the school's bilingual program. Due to the limited number of teachers licensed to teach in the students' languages, these students receive all-English instruction in math and science with the bilingual program students.

Of the total school register, approximately 48 percent of the students are eligible to receive free lunch. In the bilingual program, approximately 72 percent of the students are receiving free or reduced rate lunch (these numbers include the Haitian and Asian students). This high rate of free-lunch eligibles indicates the low socioeconomic level of the students at Park West. In addition to economic problems, the students face academic difficulties: 66 percent of the students are below grade level in mathematics; 75 percent are below in reading.

PROGRAM STUDENTS

At present, the program population includes mostly Puerto Rican and Dominican students, with the third largest group represented by South and Central Americans. Table 1 presents the students by country of origin.

It is reported that some of the students from rural areas of the Dominican Republic are academically behind those from Puerto Rico and other Latin American countries due to limited educational opportunities. Students who have minimal academic skills in Spanish are referred to other schools with programs that can accommodate their needs because the program at Park West does not provide extensive remedial work in the native language.

Sixty-two percent of the program students are male and 38 percent are female. Most of the students are in the ninth and tenth grades. Fifty percent of the students were new to the program in September; 65 percent of these new arrivals were ninth graders. Many program students have suffered interrupted schooling and have received fewer years of education than their age would suggest. In fact, 56 percent of the students were overage for their grade level. The highest percentage of overage students is in grade eleven. Table 2 presents the number of program students by age and grade.

In the past there has been friction between the program students and black students in the mainstream. The situation has improved greatly since program students became more assertive and united in facing these conflicts. The result has been the attainment of mutual respect, and, although program students seem to be physically separate from the rest of the school population, no overt hostility was reported.

Within the program there is a tendency to downplay individual nationalities. A feeling of common Hispanicity is encouraged to minimize

potential conflict and competition based on national origins. As a result of these efforts, the Haitian and Asian students work harmoniously with the Hispanic students in spite of major cultural and linguistic differences.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Dominican Republic	73	48
Central and South America (country unspecified)	28	19
Puerto Rico	19	13
Ecuador	16	11
United States	5	3
Cuba	2	1
Unknown	8	5
TOTAL	151	100

- Almost half of the program students were born in the Dominican Republic.
- Nineteen percent were born in Central and South America; thirteen percent were born in Puerto Rico.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14		0	0	0	6
15			0	0	25
16	12			1	26
17	10	14			34
18	3	10	9		31
19	1	3	5	12	21
20	0	0	1	3	4
TOTAL	50	46	25	27	148
Overage Students					
Number	26	27	15	15	83
Percent	52	59	60	56	56

Note. Shaded boxes indicate expected age range for grade.

- Fifty-six percent of the program students were overage for their grade placement.
- Grades ten and eleven have almost equal percentages of overage students (59 and 60 percent, respectively).

III. PROGRAM DESCRIPTION

PHILOSOPHY

According to the project coordinator, the bilingual program provides a way for LEP students to enter the vocational mini-school of their choice. A noticeable emphasis is given to placing students in technological areas, such as computer programming or aviation. The aim of the program is to provide students with the preparation needed to secure employment upon graduation or to continue their education. The program is most proud of those students who have graduated from the mainstream mini-schools and are now attending college or higher level technical schools.

GOALS AND OBJECTIVES

According to the program proposal, its primary goal is to provide "bilingual and bicultural" instruction in order to "meet the linguistic, cultural, and future employment needs of Hispanic LEP students." To reach this primary goal, the program pursues a number of long-term objectives. These include the institutionalization of the program upon termination of funding; raising the level of expectation of staff, parents, and participants in terms of student achievement; and increasing the self-image of the participating students, and thus their self-respect, pride, and aspirations. The long-term objectives for staff members include attracting competent and humanistic staff to work in the

program, and developing staff expertise in the areas of bilingual language skills and basic skills methodology. There are also a number of specific academic and non-instructional objectives to be achieved by the program. These are presented in Chapter IV Findings.

ORGANIZATION AND STAFFING

The program organization remains centralized, and although the project coordinator has no official status as an assistant principal, he oversees the program in its entirety. He is in charge of budgeting, staff development, curriculum development, and overall administration.

The coordinator is also in charge of all student disciplinary problems, with only the most serious cases reported outside the program to the appropriate assistant principal. However, the project coordinator must carry out disciplinary decisions through these assistant principals.

The coordinator does not officially supervise program teachers, but informally shares ideas with them on instructional and other matters. He participates in the principal's cabinet meetings and collaborates with the Park West High School faculty in matters that may affect program students.

In response to last year's recommendations, the administration is in the process of creating a foreign language department with an assistant principal in charge of the bilingual program. Currently, bilingual program teachers are observed and supervised by the assistant principals of content areas, most of whom are monolingual English speakers.

The project coordinator provides a model of dedication and energy. He seems to be everywhere, taking care of problems as they happen, meeting with students regularly, and approaching them on an informal basis. In spite of his lack of supervisory authority, the project coordinator works with the teaching staff and offers suggestions as needed.

The grade advisor aids the project coordinator with administrative tasks. His duties also include assisting the director in monitoring students' academic progress in all subjects, and teaching three social studies classes. Although not a native speaker, the grade advisor is fluent in Spanish and can communicate with students and parents in their native language.

The resource teacher, who is bilingual, teaches three science classes and provides college and career orientation, as well as financial aid counseling. Students who are potential dropouts meet with the resource teacher, who guides them on what course to follow. He also works with the program guidance counselor, who does not speak Spanish, and thus is limited in her ability to communicate with students and parents.

Other staff members include a family assistant, three paraprofessionals, and an office assistant. They are extremely dedicated, and in interviews with a member of the evaluation team, they appeared committed to their jobs and interested in the students.

FUNDING

Funding for the program is provided by Title VII of E.S.E.A., Chapter I of the E.C.I.A., New York City Tax Levy, New York City Module

5B, and New York State Pupils with Special Educational Needs (P.S.E.N.). The delivery of educational services follows the description given in the program's application for Title VII assistance. Funds continue to be disbursed in the manner described in last year's O.E.A. evaluation report, with state and city monies going to support the positions of E.S.L. teachers and educational assistants, and basic tax-levy as the major source for bilingual teaching. Title VII provides for all ad ministrative and non-instructional services, including staff and curriculum development, parent activities, and clerical help. The resource teacher's position is jointly funded by tax levy and Title VII, an arrangement that reflects the dual instructional and non-instructional nature of his assignment. According to the project coordinator, if Title VII funding were terminated, services would continue to be offered by Park West High School, although on a limited basis. Instructional services would virtually be guaranteed due to the manner in which they allocate their funding. The principal agrees that the program should be continued; however, he and the project coordinator have not developed a plan to bring about the program's possible institutionalization.

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

The bilingual program serves all LEP students at Park West High School. A typical program for a beginning English student consists of two periods of E.S.L. and one period of general English, with bilingual or E.S.L. science, mathematics, and social studies classes. Physical education and Spanish language arts are added as the student's schedule

permits. As a rule, students are grouped according to language ability. The program's language policy calls for a gradual transition to English within bilingual content-area courses.

With the exception of the Spanish language arts classes, program courses parallel those in the mainstream. Math courses are taught in English because there is only one licensed bilingual instructor to teach all the students enrolled in the program.

Approaches to teaching E.S.L. are fairly uniform, reflecting recent trends in teaching methodology. In bilingual content-area courses, the manner in which the program's language policy is implemented varies. During class observations it was noted that some teachers used English for most of the class time, while others used English to summarize the lessons. Others did not use it at all. It appears that the lack of a consistent implementation of the program's language policy has an impact on staff relations, since some E.S.L. teachers expressed dissatisfaction with other staff members who departed from the stated transitional language policy.

Many students are partially mainstreamed, enrolling in physical education, art, and business courses with the rest of the school. Only those students who are advanced in English take subject-area classes or vocational courses in the mini-schools of their choice. This allows students to join the mainstream gradually, thus minimizing the possiblity of sudden and disturbing changes.

Students who are able to achieve satisfactorily in mainstream content and vocational courses are considered good candidates for full

mainstreaming and leave the program as long as all other exiting requirements are met (e.g., appropriate scores on the LAB, and the Prueba de Lectura). Once students are mainstreamed, they are not considered part of the bilingual program and no longer receive program services. As a rule, a mainstreamed student who has difficulties in adapting or achieving academically receives program services on an informal basis, usually after approaching a program staff member. Services are also provided if requested by a mainstream teacher. On occasion, students who are unable to cope in the mainstream return to the program, although this is fairly rare.

The program does not formally follow up mainstreamed students. It is the project coordinator's impression that most mainstreamed students are performing satisfactorily. He stated that it is common for newly mainstreamed students to feel alone and isolated, and many of them return during the first month of school to "touch base" with the program staff. At this time, major adjustment or academic problems are brought to the attention of the project coordinator, who deals with them accordingly.

IV. FINDINGS

The evaluation findings for the 1984-85 academic year include the results of a review of program materials and records, interviews with school and program personnel, classroom observations, and student performance on tests. Findings are presented by objectives for the current year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

--At least 70 percent of the students receiving E.S.L. instruction will have mastered one objective per twenty days of instruction as measured by the Criterion Referenced English Syntax Test (CREST).

Since the acquisition of English is such an important part of the program's philosophy, English as a second language instruction is a major program component. As a rule, elementary E.S.L. students receive two periods of instruction daily, while advanced and transitional students receive one. For the latter, E.S.L. classes are supplemented with tax-levy English classes.

A member of the evaluation team observed a beginning E.S.L. class that was conducted in a self-contained classroom, outside the mini-school setting. Of a register of 25, 19 students were in attendance. A paraprofessional was present only at the beginning of the period. (She had been called out of the classroom to attend to clerical duties, a practice which often occurs at the end of the school year to meet reporting deadlines.)

The E.S.L. class was composed of a majority of Spanish-speaking students, with a few Haitian and Asian students. English was used at all times to teach the day's lesson. The teacher's objective was to arrive at word definitions using oral and written questions. The teacher wrote on the chalkboard and asked questions often. Students volunteered to write answers on the board and also answered questions orally. The teacher used an overhead projector and asked the students to define what they saw on the screen. The teacher encouraged students to answer and then asked other students to add to the definitions given. She corrected students' errors in a gentle and firm manner. She also praised and reinforced the students when they answered correctly and was able to incorporate students' comments into the lesson's objective.

The students and teacher appeared to have an excellent rapport. The teacher was dynamic in her approach, and the students were thoroughly involved in the lesson. She expressed her satisfaction with the progress being made by her students.

Materials used in the lesson, as well as the classroom environment, appeared to be excellent. Posters and E.S.L. materials were on display, making the room conducive to learning.

Student Achievement in E.S.L.

The assessment instrument used to evaluate this objective was the Criterion Referenced English Syntax Test* (CREST). The CREST was

*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test. Board of Education of the City of New York, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201.

developed by the New York City Board of Education to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

Table 3 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 95.8 percent in the fall and 82.5 percent in the spring.

Examination of Table 3 reveals that the objective was achieved in the fall for students tested at Levels 1 and 2, and in the spring for students tested at Level 1. Students tested at Level 3 had lower performance rates than those tested at lower levels, partly because fewer skills are tested at that level, and partly because mastery of objectives takes longer at that level. The program objective appears to be based on the assumption that progress across levels is linear; the lower achievement at Level 3, which is found frequently in other programs in New York City, suggests that it is not.

TABLE 3

Results of the Criterion Referenced English Syntax Test

Percentage of E.S.L. Students Gaining One or More Objective Per Month of Instruction by Test Level

	Fall		Spring	
Level	Number of Students	Percent Gaining One CREST Objective Per Month	Number of Students	Percent Gaining one CREST Objective Per Month
1	28	92.9	12	91.7
2	63	88.9	55	60.0
3	46	26.1	51	35.3
TOTAL	137	68.6	118	52.5

•The program objective was achieved in the fall for students at Levels 1 and 2, and in the spring for students tested at Level 1.

NATIVE LANGUAGE ARTS

--Students who receive a full year of instruction will increase their performance on the appropriate level of the Prueba de Lectura at the .05 level of significance.

Spanish-language arts instruction is offered to all Hispanic program students. Courses include grammar, composition, and literature for native speakers.

The Spanish grammar and composition class that was observed was held in one section of the large open that houses the bilingual program mini-school. Of 26 students enrolled, 14 were in attendance on the day of the observation. The objective of the lesson was to complete a previous day's analysis of a short story: "El rosario de ebano y plata." The entire class was conducted in Spanish. The teacher reviewed a number of terms and concepts and invited students to discuss their meanings. She kept the discussion focused on several questions which she had written on the chalkboard prior to class.

The teacher called most often on those students who appeared to shy away from volunteering answers. This strategy worked well and resulted in all students' taking part in the discussion. After the initial discussion, the teacher assigned individual students to read out loud paragraphs from the story. This part of the lesson was quite structured, with the teacher calling on individual students to answer questions based on their classmates' oral reading.

As a result of the open classroom setting, this class suffered from outside noise interference. The activities of other students and teachers sharing the same space were audible throughout the lesson. Neither the teacher nor the students mentioned these distractions during the class; however, the teacher later referred to the physical setup as a problem in trying to conduct class. Overall, the teacher and students did an excellent job of concentrating on the lesson in spite of the interference.

Student Achievement in Native Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura*, Level 3, Forms C and D. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The test items in the series are selected for cultural relevance to both Anglo-Saxon and Hispanic cultures in the Americas.

The Prueba de Lectura was administered in the fall and spring. Because the publishers recommend local norms and programs test out-of-level, the analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 4. Complete data on both tests were available for 146 program students (97 percent).

*Information on psychometric properties may be found in Guidance Testing Association Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. To provide more descriptive information, the table also includes the proportion of students making gains.

Examination of Table 4 reveals that the program achieved the proposed objective: 92 percent of the students improved their scores on the Prueba de Lectura, and their gains were statistically significant at the .05 level.

Table 4

Spanish Reading Achievement

Results of the Prueba de Lectura, Level 3

Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.	Proportion Making Gains
146	68.0	19.4	77.6	19.8	9.6*	10.4	.92

*statistically significant at the .05 level.

•The program objective was met: 92 percent of the students made statistically significant gains on this test.

BUSINESS/VOCATIONAL COURSES

--At least 70 percent of the students enrolled in vocationally-oriented classes will pass teacher-developed, criterion-referenced tests monthly.

Table 5 shows that in fall and spring 63 and 88 students, respectively, were enrolled in vocational classes. The proposed objective was achieved and surpassed. Seventy-nine percent of the students in the fall and 80 percent of the students in the spring obtained a passing grade.

TABLE 5

Passing Rates for Business/Vocational Courses

Course	Fall		Spring		Overall Passing Rate
	Number of Students	Percent Passing	Number of Students	Percent Passing	
Business/ Vocational[a]	63	79	88	80	79

[a]Business/vocational courses included typing, aircraft, refrigeration, health careers, and vocational electives.

- Students surpassed the program objective of a 70 percent passing rate both semesters.

CONTENT-AREA INSTRUCTION

Although the program did not propose an objective in this area, Spanish, mathematics, science, and social studies instruction is provided to all Spanish-speaking students. As students progress in their mastery of English, the use of Spanish in these classes decreases accordingly. However, the lack of consistent implementation of a language policy for instruction is cause for some disagreement among the program's teaching staff. It appears that some teachers conduct their classes almost totally in Spanish, while others alternate between the two languages, or offer concluding summary of the day's lesson in the second language.

A global history class that was observed was conducted in a corner of the mini-school space. Out of an enrollement of 25, 17 students were in attendance. The class was conducted entirely in Spanish. According to the teacher, this format was best suited to the students' instructional needs; he felt that only a longer class period would allow him to introduce English without sacrificing the aims of the lesson.

The objective of the class was to explain the characteristics of fascism. The teacher wrote several key concepts on the chalkboard, made comparisons between different systems of government (e.g., capitalist and socialist), and asked open-ended questions to elicit student participation. This strategy was not successful, since only one or two students seemed willing to participate orally, while the rest preferred to remain passive. As a result, the teacher carried out most of the discussion in the form of questions, explanations, and lecture.

Outside noise was also a problem in this class, especially since it was very close to the office area and to two E.S.L. classes where a great deal of verbal interaction was taking place. Due to the physical constraints, it was impossible for the teacher to use audio-visual materials, something which he considered essential in a social studies class. It was evident to the observer that the teacher strove to make the space an attractive learning environment, because numerous eye-catching current-events posters were on display throughout the classroom.

The E.S.L. American history II class that was observed included Hispanic, Asian, and Haitian students. Of the 22 students enrolled, 18 were present on the day of the observation. Because there were students from several language groups, the teacher conducted the class entirely in English. Although the teacher spoke Spanish fluently, he did not encourage the use of any other language during class, nor did the Hispanic students address him in their native language.

The stated lesson objective for the day was "Japan's contribution to the start of World War II." The teacher's style consisted of lecturing, explaining, and asking questions based on assigned readings. The teacher's discussion revolved around Japan's international status in the time period preceding World War II. When he concluded his lecture, the teacher asked questions about specific events that pointed to Japan's involvement in the war. As a rule, the teacher waited for a student to volunteer an answer. It seemed that the same students responded to his questions, and on several occasions he called on others in order to

stimulate their participation. In most cases the non-participating students were female. It appeared that the class had established a pattern of quick answers and aggressive participation.

Several of the males seemed well prepared and were able to answer questions correctly. For each satisfactory answer, the teacher praised the students in a loud voice and assigned a number of extra-credit points. One student served as recorder and kept up with the teacher's quick pace of asking questions and assigning points.

The discipline in this class was excellent. Although not all students answered questions, they all paid close attention to the lecture. The teacher's style was somewhat formal (he addressed students by their last name) but he was pleasant in his approach, as well as being enthusiastic and extremely knowledgeable. The class was interrupted only once when the teacher requested students from an adjacent class to quiet down. As in other classes being held in the large mini-school setting, this class suffered from outside noise.

Two general science classes were also observed. Both of these classes were held in regular science classrooms, a feature which contributed greatly to a positive learning environment. In the first class the teacher reported that 30 students were enrolled, with 20 in attendance on the day of the observation. All students in this class were Spanish-speaking, with an intermediate level of English proficiency. The teacher was fully bilingual in English and Spanish and used both languages, although English was used for the most part. Spanish was used to clarify points and to explain terms during the final few minutes of the class.

Students took notes and answered the teacher's questions. They usually spoke to the teacher in Spanish, generally ignoring his requests that they speak English. Overall, the class was active and the students were alert and appeared to be learning while enjoying the lesson.

The second general science class that was observed was also made up of Hispanic students. The attendance on this day was low (11 out of an enrollment of 23). The teacher said that the missing students had gone on an outing, although it was not clear whether the trip was school-sponsored or just the result of the students' taking advantage of a sunny day.

The objective for the day's lesson was to identify the major constellations. All the students opened their texts to the appropriate section, and as the teacher identified various constellations they looked up corresponding drawings and vital statistics. The teacher was extremely knowledgeable and appeared to have complete command of the material. The students answered all questions and appeared to be thoroughly involved with the lesson. The teacher's friendly and easy going approach made the atmosphere in the class relaxed and pleasant.

Although his command of English was adequate, the teacher seemed to be more comfortable in Spanish, which he used more often. English was used to summarize and to translate key words. The teacher succeeded in maintaining the students' interest throughout.

CURRICULUM AND MATERIALS

Although the program did not propose a specific objective in this area, the project coordinator expressed satisfaction with the curriculum and materials offered in the bilingual program. He stated that the program's classes closely parallel those offered in the mainstream, and that the course curriculum follows the guidelines provided for all New York City schools. When necessary, the coordinator, grade advisor, and teachers adapt materials to the special needs of project students. One such adaptation was made by a math teacher who proposed a system for classifying levels of ability in algebra and geometry. The assistant principal of mathematics quickly approved its implementation. Additional examples of curriculum adaptations include the creation of a Spanish class for native Spanish speakers and the inclusion of a strong Latin American component in the global history curriculum.

Other unique features of the Park West program are the development of a curriculum in Problems of American Democracy and permitting students to take tests in Spanish if their English-language ability is inadequate.

Textbooks in English and Spanish are available, depending on course specifications. Most teachers interviewed expressed satisfaction with the availability of materials, although some complained about the lack of funds alloted to upgrading Spanish materials.

Several bookshelves in the project coordinator's work-space contain novels and texts in Spanish and French. In addition, the resource

teacher has a number of career orientation and financial aid instruction booklets in Spanish. Information on colleges is also available from the resource teacher. The library has a section of Spanish translation of English best sellers in paperback.

SUPPORT SERVICES

Non-instructional support services offered by the program include: personal, educational, and career counseling. Efforts are also being made on to contact parents about problems of students that are identified by the program staff.

Personal Counseling

The family assistant is directly involved in helping students with personal problems. During an interview, the family assistant expressed her concern over the limited time available to deal with students' more serious problems. Her additional duties include monitoring attendance, contacting parents, serving as translator for the parents of mainstream students, and handling the administrative and clerical duties that are assigned by the project coordinator. Although program students are assigned to a mainstream guidance counselor, language limitations make communication difficult. It is the consensus among the staff that a full-time bilingual guidance counselor is needed to rectify this situation.

Academic and Career Counseling

Academic and career counseling are provided by the resource specialist, grade advisor, and the project coordinator.

The grade advisor assists the project coordinator in monitoring the students' grades, in developing their class schedules, and in preparing them for mainstreaming. He also serves as an aide in administrative matters.

The resource teacher is involved with the career and college counseling component of the program. He also deals with personal problems, especially those relating to a student's need to seek an alternative to day high school because of personal circumstances. According to the resource teacher, he provides career orientation on an ongoing basis. He is especially proud of students who have graduated from the program and gone on to college as scholarship recipients. The resource teacher is also involved in referring students to the appropriate high school equivalency diploma program if outside pressures require that such a decision be taken. In addition to day conferences, the resource teacher conducts after-school career orientation sessions. As a rule, problems or questions that the resource teacher feels are beyond his level of competency are referred to the mainstream guidance counselor.

Students are also offered "hands on" experiences after school in order to help them get to know potential areas of interest and employment. A successful one-credit computer course for non-English-speaking students has been offered this year.

Mainstreaming

--At least 50 percent of the participants in the bilingual vocational program will be partially mainstreamed in the regular vocational program at Park West High School.

All vocational courses were offered in English. The percentage of program students enrolled in these courses was 39 percent in the fall and 57 percent in the spring. Thus, the program objective was met in the spring. Overall, the program came close to meeting the objective.

Parental Involvement

--At least 70 percent of parents or guardians of student participants will visit the program once during the academic year to check on their progress.

--At least 40 percent of the parents of participants will attend school functions such as workshops, Open School Days, Assembly Programs, school trips, and career orientation exhibits.

The family assistant contacts parents as she identifies students' personal and attendance problems. Reportedly, parents respond well to her calls and attend appointed meetings.

An initial orientation was provided for parents, and two well-attended open-house evenings were also held. The project coordinator seems to be satisfied with the present level of parental involvement and feels that, due to the school's distant location and open-zoned status, not much more can be expected.

The project director reported that 110 parents (73 percent) visited the school during the academic year. No data were provided for parents' attendance at school activites. Thus, while the first objective was achieved, the second objective could not be assessed.

STAFF DEVELOPMENT

--Fifty percent of the staff will be involved in other than in-service training, including university courses, professional seminars, workshops, conferences.

--One hundred percent of the staff will be involved in in-service training such as the development of curricula suitable for vocational training and/or high school equivalency skills.

The project coordinator meets with the staff twice a week to discuss current problems and needs, as well as the planning and implementation of instructional and non-instructional objectives.

All staff members attend Title VII meetings, workshops held by the Board of Education and the Hunter B.E.M.S.C., as well as professional conferences (such as those sponsored by the National Association for Bilingual Education). In addition, staff members take graduate courses and attend a number of mandatory in-service sessions per year. A city sponsored E.S.L. staff development specialist is used as a resource by the E.S.L. teachers.

The E.S.L. teachers interviewed expressed a need for more staff development activities, particularly in the area of recent research findings and methodology. Other teachers appear satisfied with the present level of staff development.

STUDENT SATISFACTION

--Participants in the bilingual program will have an overall higher attendance rate than mainstream students at Park West High School.

The attendance rate for program students was 85.95 percent, 12.45 percentage points above the schoolwide attendance rate (73.50 percent). The *z*-test results ($z = 3.46$) indicated that the difference in attendance rate is statistically significant ($p<0.1$). The program objective was thus met.

A member of the evaluation team met with five students to gauge their level of satisfaction with the program. The students were chosen from all grades and were at different levels of English proficiency. In general, all students gave positive evaluations. However, all the students agreed that a full-time guidance counselor was needed to address their various problems; the family assistant and grade advisor were too busy to be able to help them. In addition, these students felt they needed more preparation and counseling before entering the mainstream program.

Informal observations of other students during classes and in the cafeteria left a positive impression. Class behavior was uniformly excellent, and students appeared to get along well. The project coordinator reported that program students have fewer discipline problems and better attendance records than mainstream students. There is a feeling of warmth and caring coming from the staff. This undoubtedly contributes to students' satisfaction with the program.

During the academic year, only nine students left the program: one student transferred to another school; three left school for employment; and five dropped out for unknown reasons.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Overall, the program appears to be making progress toward meeting its objectives. Students are mainstreamed at a steady yearly rate, and the project coordinator is satisfied with the program's accomplishments in this area. The program staff members are extremely dedicated, committed to their jobs, and interested in the students. Students expressed a high degree of satisfaction with the program. In the classes that were observed, teachers were well-prepared and had good rapport with students, who were very involved in the lessons. The project coordinator is dedicated and dynamic; he takes care of problems as they arise and assists students individually.

RECOMMENDATIONS

The following recommendations are offered for possible program improvement:

1. Context. Most bilingual program classes are housed in two large rooms partitioned to create classroom space. Plans are under way to provide sturdier partitions to minimize interference between classrooms. It is recommended that the school administration make every effort to bring these plans to fruition by the next school year.

2. Parental Involvement. Ninety percent of the program students come from upper Manhattan and the Bronx, making it difficult to create a feeling of community among them and their parents. It is recommended that the program offer more activities, such as dinners or trips, for parents who are not likely to visit the school other than on parent-teacher night.

3. Program Organization. Although the coordinator is responsible for the administration of the program, he has no supervisory authority. In most cases, when problems arise (as in disciplining students) the project coordinator must use diplomacy in order to carry out his decisions. It is recommended that the school administration expedite the creation of a foreign-language department to supervise and administer the bilingual program.

4. Student Placement. At present, students are placed in the mainstream gradually by taking several classes in the all-English program before leaving the bilingual mini-school. Once mainstreamed, students are not systematically followed up, and they must contact the bilingual program staff themselves if they experience difficulties. It is recommended that the program establish formal procedures to follow up mainstreamed students. The information gathered would serve to document program accomplishments, as well as to provide a basis to plan according to student needs.

5. Instructional Services. The program's language policy was not uniformly applied: some teachers conducted classes entirely in Spanish, while others preferred using a great deal of English. It is recommended that the project clarify its language policy and its mainstreaming objectives to all teachers serving program students.

6. Non-instructional Services. Although the family assistant, grade advisor, and resource teacher all fulfill "guidance-like" functions, their responsibilities and classroom duties (in the case of the grade advisor and resource teacher) are too great to provide a full-time

effort of guiding and advising students. Although students are assigned to a guidance counselor, her inability to speak their native language limits her ability to work closely with them and their parents. It is recommended that, if resources permit, the program hire a bilingual guidance counselor to provide the services needed. This would enable project staff to dedicate their full attention to the responsibilities to which they have been assigned. Otherwise, the program might have to refer more students to social service agencies outside the school.